

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2. Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Hemmeter, Mary Louise		POSITION TITLE Associate Professor	
eRA COMMONS USER NAME (credential, e.g., agency login)			
EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Auburn University, Auburn, AL	BS	1984	Early Childhood Special
Vanderbilt University, Nashville, TN	M.Ed	1987	Early Childhood Special
Vanderbilt University, Nashville, TN	PhD	1991	Education and Human

A. Positions and Honors.

Positions and Employment

- 1991 - 1997 Assistant Professor, Department of Special Education, University of Kentucky, Lexington, KY.
- 1997 - 2001 Associate Professor, Department of Special Education, University of Kentucky, Lexington, KY.
- 2001 - 2005 Associate Professor, Department of Special Education, University of Illinois, Champaign, IL.
- 2005- pres Associate Professor, Department of Special Education, Vanderbilt University, Nashville, TN.

Other Experience and Professional Memberships

- 2003 Member, Head Start Advisory Committee on Research and Evaluation, U.S. Department of Health and Human Services
- 2008- Associate Editor, Journal of Early Intervention

Honors

- 2000 President’s Award of Merit, Division for Early Childhood.
- 2003 Honor Award for Partnering for Excellence, US Department of Health and Human Services.
- 2003 Administration for Children and Families, Assistant Secretary's
- 2004 Senior Scholar Award, College of Education, University of Illinois at Urbana Champaign
- 2004 Merle B. Karnes Service to the Division Award, Division for Early Childhood

B. Selected peer-reviewed publications (in chronological order). (Publications selected from 44 peer reviewed articles).

Strain, P., & Hemmeter, M.L. (1997). Keys to being successful when confronted with challenging behaviors. *Young Exceptional Children*, 1(1), 2-9.[Reprinted in S. Sandall and M. Ostrosky (Eds.) (1999), *Practical Ideas for Addressing Challenging Behaviors*. Longmont, CO: Sopris West.]

Hemmeter, M.L. (2000). Classroom-based interventions: Evaluating the past and looking toward the future. *Topics in Early Childhood Special Education*, 20(1), 56-61.

Maxwell, K. L., McWilliam, R. A., Hemmeter, M. L., Ault, M. J., & Schuster, J. (2001). Predictors of developmentally appropriate practices. *Early Childhood Research Quarterly*, 16, 431-452.

Daugherty, S., Grisham-Brown, J., & Hemmeter, M.L. (2001). The effects of embedded skill instruction on the acquisition of target and nontarget skills in preschoolers with developmental delays. *Topics in Early Childhood Special Education*, 21, 213-222.

Grisham-Brown, J., Schuster, J., Hemmeter, M.L., & Collins, B. (2001). Using response prompting procedures within an embedded skill approach to teach preschoolers with deafblindness and severe disabilities. *Journal of Behavioral Education*, 10, 139-162.

Roark, T.J., Collins, B., Hemmeter, M.L., & Kleinart, H. (2002). Including manual sign language as non-targeted information when teaching receptive identification of packaged food items. *Journal of Behavioral Education*, 11, 19-38.

- Godfrey, S., Grisham-Brown, J., Schuster, J., & Hemmeter, M.L. (2003). The effects of three active responding techniques on student participation and social behavior with preschool children with special needs. *Education and Treatment of Children, 26*(3), 255-272.
- Fox, L., Dunlap, G., Hemmeter, M.L., Joseph, G., & Strain, P. (2003). The teaching pyramid: A model for supporting social emotional competence and preventing challenging behavior in young children. *Young Exceptional Children, 58*, 48-52.
- Hemmeter, M.L., McCollum, J., & Hsieh, W. (2005). Practical strategies for supporting emergent literacy in the preschool classroom. *Young Exceptional Children Monograph: Supporting Early Literacy Development in Young Children, 59-74*.
- Hemmeter, M.L., Fox, L., & Doubet, S. (2006). Together we can: An early childhood center's program wide approach to addressing challenging behavior. *Young Exceptional Children Monograph, 1-14*.
- Dunlap, G., Strain, P., Fox, L., Carta, J., Conroy, M., Smith, B., Kern, L., Hemmeter, M.L., Timm, M., McCart, A., Sailor, W., Markey, U., Markey, D.J., Lardieri, S., & Sowell, C. (2006). Prevention and intervention with young children's challenging behavior: A summary of content knowledge. *Behavioral Disorders, 32*, 29-45.
- Hemmeter, M.L., Ostrosky, M.M., & Fox, L. (2006). Social emotional foundations for early learning: A conceptual model for intervention. *School Psychology Review 35*, 583-601.
- Hemmeter, M.L., Fox, L., Jack, S., & Broyles, L. (2007). A program wide model of positive behavior support in early childhood settings. *Journal of Early Intervention, 29*, 337-355.
- Hemmeter, M.L., Santos, R., & Ostrosky, M. (in press). A national survey of higher education programs: Preparing early childhood educators to address social emotional development and challenging behavior. *Journal of Early Intervention*.

C. Research Support

Ongoing Research Support

R324A070077 Hemmeter (PI) 03/01/07-02/28/11
US Dept. of Education: IES
Examining the potential efficacy of a classroom-wide model for promoting social emotional development and addressing challenging behavior in preschool children with and without disabilities.
Role: Principal Investigator

R324A070077 Patricia Snyder (PI) 03/01/07-02/28/11
US Dept. of Ed.:IES
Impact of Professional Development on Preschool Teachers' Use of Embedded-Instruction Practices
Role: Co-Investigator

PHS 90YD0119 Hemmeter (PI) 09/30/07-09/29/12
US Dept. of Health and Human Services
Center for the Social and Emotional Foundations of Early Learning
Role: Principal Investigator

Completed

H324C030114 Hemmeter (PI) 07/01/03-12/31/08
U.S. Department of Education: Office of Special Education Programs
The effects of group and individual interventions on emerging literacy skills in preschoolers.
Role: Principal Investigator

H324Z010001 Dunlap (PI) 01/01/02-12/31/06
U.S. Department of Education, Office of Special Education Programs.
Center for Evidence Based Practice: Young Children with Challenging Behavior
Role: Co-Investigator

Program Director/Principal Investigator (Last, First, Middle): Walden, Tedra A.

90YD0215/01Hemmeter (PI) 09/30/01-09/29/06
US Dept. of Health and Human Services
Center for the Social and Emotional Foundations of Early Learning
Role: Co-Investigator

Hemmeter (PI)
US Department of Health and Human Services
The Partnership Project: Social Emotional Foundations for Early Learning and School Readiness
Role: Principal Investigator